

**THE EFFECT OF TEACHING WRITING THROUGH  
POWERPOINT AS MEDIA ON THE SEVENTH GRADE STUDENTS  
OF SMP MUHAMMADIYAH 1 MLATI IN THE ACADEMIC YEAR OF  
2012/2013**

**A THESIS**

**Presented as Partial Fulfilment of the Requirements for the Attainment of the  
Degree of *Sarjana Pendidikan* in English Language Education**



by  
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2013**

**APPROVAL SHEET**

**THE EFFECT OF TEACHING WRITING THROUGH  
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## RATIFICATION

THE EFFECT OF TEACHING WRITING THROUGH  
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2012/2013

### A THESIS

Accepted by the all of the Thesis Examiners on the Faculty of Languages and  
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2013



Nia Anggraini



MOTTO

*Better late than never*

DEDICATIONS

I LOVELY DEDICATE THIS THESIS TO:

My Beloved MOTHER and FATHER  
For their support, love, and prayer

My brother and My Sister  
For care, support, and love

My beloved friends  
For all their support and advice

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I realize that this thesis is far from being perfect. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, June , 2013

The writer

Nia Anggraini

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**ABSTRACT**

The objective of the study is to find out whether there is any significant difference in the writing ability among the seventh grade students of SMP Muhammadiyah 1Mlati who are taught using Power Point as media and those who are not in the academic year of 2012/2013.

This study involved 58 students who were divided into two groups: class V11A (29 students) as the experimental groups, and class V11B (29 students) as the control groups. The data were collected by administering writing test to both groups. The pretest was given to both groups before the treatment and posttest was given at the end of the treatment. The data were analyzed by means of descriptive and inferential statistics. The tests of normality and homogeneity were applied before the test of hypothesis was conducted. The ANCOVA was used to test the hypothesis.

The result shows that there is a significant difference in the writing ability between the students who are taught by using power point as media and those who are not. It is indicated by the result of the test of hypothesis using ANCOVA test. Theoretically in the hypothesis testing, if the value of the level of significance is lower than 0.05, the alternative hypothesis is accepted. In reference to the data analysis, the result shows that the level of significance is 0.000. It is lower than 0.05 ( $F = 21.525$ ,  $p < 0.05$ ). It means that the use of PowerPoint has significant influence on the students' writing skill. Therefore, the hypothesis of "there is a significant difference on the writing ability between students who are taught by using PowerPoint and those who are not" is accepted.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

English as a foreign language in Indonesia is becoming dominant in various aspects in daily life such as education, transportation, and telecommunication. In communication, English becomes an important language in transferring knowledge and technology. People are required to learn English in order to communicate and understand knowledge and technology.

Meanwhile, in the English teaching and learning is aimed to develop students' communicative competence. To have communicative competence, students need to be able to comprehend both produce spoken and written text which is realized in the four language skills there are: listening, speaking, reading, and writing.

One of the language skills that should be mastered by the students is writing skill. Writing is an activity to express purpose, ideas, feeling, and taught in written forms using whatever skills and style that writers have developed personality it is a productive skill that requires specialized skills.

In the teaching learning English, it is important for students to be able to master writing skills. Based on standard competence and basic competence of SMP 2006, the goal of teaching learning process of English is to make students able to communicate in spoken and writing communication.

Writing is one of the English skills that are considered more than medium communication. Compare to speaking, writing is more difficult because the typical



characteristic of written language is more complex than spoken language. Since writing deals with how people use language to communicate, people who want to write have to consider many things such as ideas to write and the time needed to write the ideas. In writing, we also need to use structures and revisions in order that the products of writing can be transferred to the readers.

In teaching learning process, learners have different abilities in mastering the four skills of English. This is due to the fact that different learners have a different capabilities as well as incapability in leaning language, including English. According to the River (1981:291), many students who have studied for six or more years of second of foreign language are still unable to express themselves in a clear, correct, and comprehensible manner in the target language through the four skills including writing.

Based on the observation conducted in April 19th and April 26th , 2013 in SMP Muhammadiyah 1 Mlati class VII B and VII A. There were several problems that appeared during the teaching and learning process, especially when teaching writing skills. The problems appear from students and teacher. Since writing is the most difficult skill to be mastered by the students, they still had many difficulties to convey their purposes, ideas, feelings and thoughts in their written form. In addition, to be able to write, students must have a competence to express their ideas. Based on Arnaudet and Ellen (1990:23), to write a good topic sentence, writers need to develop their idea so that the readers understand what they mean. In facts show that the student are not able to develop their ideas. In other words, they sometimes make texts

the length of which is not like what is expected. The Students need vocabulary to support his idea.

The teacher did not use various media to present materials and arouse the students' ideas and concepts easier. As a result the students did not produce many word sentences, paragraphs and texts in English written forms and express their purpose, ideas, and feelings and thoughts easier. The next problem is the "Teacher Response" problem. This problem related to the students attention toward the teacher's response. When teachers give comment to students' writing, they quite often do not pay attention toward the comment and correction. Sometimes students feel bored in class because of the monotonous of teaching and learning.

In writing, students have to consider about grammar, spelling and punctuation. Ability in considering them is important element when students write. Based on the fact about the problem in teaching and learning of writing, it shows that the teaching learning of English in classrooms has not achieved the goals yet. Many students face many problems in writing. Therefore, teacher should guide them to write.

There are some kinds of media used to improve the students writing skill. The use of media is to expect to minimize the student's constraint in writing. For that reason, the researcher applied media that is expected to improve students writing skill. It is because media can increase student's motivation.

This study tries to propose a solution as a way to improve the learners' writing skill. The teaching of writing skill must be innovative and attractive in order to get effective learning outcomes. Reflecting on the students' problems related to writing

skill, the use of media in teaching writing should be attempted to minimize those constraints on their learning process.

## **B. Identification of the Problem**

The teaching learning process of writing in a foreign language classroom is commonly influenced by some factors such as the teacher, students, media, material and method. Those factors are elaborated as follows.

### **1. The Teacher**

A teacher is a part who is responsible in the teaching learning process. The teachers should create interesting teaching activities for the students and build a good atmosphere in the process of teaching. Creating and applying certain techniques should be done by teacher with certain considerations to achieve the purpose. In teaching writing, he or she has to give correction and feedback to the students (Harmer, 2007:330). However, sometimes the teacher did not facilitate and motivate the students. Some of the English teachers did not use interesting methods to conduct the teaching and learning process.

In teaching writing skill, the teachers need to know the students need and abilities. Teachers need to know how to teach writing to the students. It has been known that writing skill is taught at all levels of English learning they are elementary school, junior high school, senior high school and university.

## 2. The Students

Students is one of the important elements in teaching and learning process. They are the subject of teaching and learning process. To perform well in this process students are likely to be affected by some factors such as motivation, interest, learning style, and learning strategies. The above factors either directly or indirectly influence the students' abilities in the writing process.

Many students found difficulty to write well in English. They sometimes feel frustate and give up. So it make them not motivated to write. Besides having no motivation when they were prompted to write, they did not any idea. Sometimes the students make an error in their texts such as spelling, capitalization, punctuation, etc. for them, the writing skill is a complicated skill because students have to explore ideas and express them in the form of writing.

## 3. Media

Media belongs to the fundamental components on teaching and learning process. However, many teachers still use conventional media for example, blackboard, student's worksheet and coursebook for teaching. It's commonly believed that the use of conventional media does not explore the students' potential in a learning process including writing.

Media are important components in the teaching and learning process. According to Djamarah and Zain (2006:121) a medium for learning is defined as a learning source that is use to help teacher to develop students knowledge. They state

that the teacher can explain the materials using the learning media in a more concrete way.

Media is the channel of communications between teacher and the students in teaching learning. Media serve a variety of roles in education. Their primary role is known as teaching aid-something a teacher uses to make a lesson clearer or more interesting. Another role of media is facilitate student learning process, media are used as stimulus to grow students' interest, enthusiasm, and motivation on what is being presented in a particular lesson. Media are one of the factors that can determine the success of the teaching and learning process because through media the students' motivation in learning can be increased.

#### 4. Materials

The teaching materials of writing skill need to be authentic but they must be suitable to the students' level, need and capacity. The teacher should be able to choose the materials which stimulate the students' involvement and understanding to get the objective of study effectively and efficiently.

It has been known that materials facilitate the students in their learning process. Sometimes the teacher only used a course book or student's worksheet as a main reference. The input of the text, materials, and the task for every learning process were taken from the course book. This makes the student bored, unmotivated and not interested. So the interesting and fun material is needed. Besides the monotonous materials that were used by English teachers can make students feel bored in the class.

## 5. Method

Method is technique used by teacher to communicate information to the student. They are many techniques that can be used, such as: using PowerPoint as media on teaching, using game, using jigsaw activities, using cooperative learning and so on. The teacher achieved to apply techniques that are appropriate with students and classrooms condition.

Method used in teaching writing skill is commonly not varied. Teachers tend to use conventional methods for example using course book only during the learning process without considering any additional materials from other sources. As the result, the conventional method that is predominantly applied may not created an attractive and motivated writing process to the students. Moreover, the method should be selected based on its appropriateness and effectiveness to the learning process so the teacher can explore the students' ideas and to help them write in a better way.

### **C. Limitation of the Problem**

Based on the identification of the problem, the researcher focused on applying media especially using PowerPoint on teaching writing. PowerPoint presentations can be used in the classroom for initial teaching, for student projects, for practice, for games, for reviews, and for tests. PowerPoint is an easy program for both teachers and students to learn and it helps the students to understand the materials more easily by displaying the images, texts, materials more interested and colorful.

The researcher will only limit the effect of using PowerPoint in teaching writing to the seventh grade students of SMP Muhammadiyah 1 Mlati. In this study the subject are the first grade students of SMP Muhammadiyah 1 Mlati. This study will be focused on the Junior High School level because the English writing problems often come up in this level. Many students found it difficult to write. They are not motivated to write and one of the ways to increase students' motivation in learning is by using PowerPoint media in teaching and learning.

#### **D. Formulation of the Problem**

In this section the problems can be formulated into the following questions:

1. What is the writing skill of the students of SMP Muhammadiyah 1 Mlati who are taught using PowerPoint like?
2. What is the writing skill of the students of SMP Muhammadiyah 1 Mlati who are taught without using PowerPoint like?
3. Is there any significant difference on the students writing skill between the students who are taught using PowerPoint as a media and those who are taught without power point?

#### **E. Objectives of the Research**

In line with the formulation of the problem above, the objective of the study can be described as follows:

1. To describe the writing skill of the students taught using PowerPoint,

2. To describe the writing skill of the students taught without using PowerPoint, and
3. To predict whether there is a significant difference on the students writing skill between Students' taught using PowerPoint and students taught without PowerPoint.

#### **F. Significance of the Research**

It is expected that this study can support the students on their learning writing by using power point as media. The knowledge is hoped to contribute a progress of theories in improving students writing skill.

##### **1. Theoretical significance**

It is expected that this research enriches knowledge about PowerPoint techniques that can be used in teaching writing in junior high school.

##### **2. Practical Significance**

###### **a. For the School**

The school can use the research as an input to improve the students writing skill by using a different way. This study can be used as a reference to conduct a relevant study.

###### **b. For English Teacher**

This research can be useful information and input for teachers to use PowerPoint in teaching writing. It will be useful to give understanding for them that PowerPoint is useful and fun techniques.



c. For the Students

The result of this study will make the students realize that writing is fun. This study attempts to obtain a solution to help the students to improve their writing skill.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. Writing**

###### **a. Definition of Writing**

There are four language skills namely listening, reading, writing, and speaking. Listening and reading belong to receptive skills, while speaking and writing belong to productive skill. Langan (2005:12) states that writing is a skill that requires a good mastery of the language. Writing requires more training to express ideas into a text compared with other language skills. It includes the organization of words, phrase, clause and sentence into a coherent and cohesive paragraph and texts.

There are two perspective related to the concept of writing as a process and writing as a product. Hyland (2003:3) states that the concept of second language learning of writing views “writing as a product” it encourage focus on formal text units of grammatical features. According to the Murcia (2003), writing is the production of the written words that produce a text which much be read and comprehended. In other words, writing is makes produce in the form of written text which is used to deliver the writers ideas and meanings to the readers.

Oshima and Hogue (2006:205) agree that writing is a process. The propose that writing is a process is divided into four stages. The first stage is prewriting: choosing topic and collecting information. The second is outlining that means

organizing ideas into an outline. The third is writing a through draft. In this stage, writer follows the outline and ignore about the grammar, punctuation, or spelling. The fourth stages revising or editing.

Porto (2001) proposes that writing is both of them, a process and product. Writing is purposeful and a provoked activity since it happens in a social life. It is not only regular exercise and activity consisting of linguistics composition, but also the production of text showing a communicative activity.

Based on theory above, it can be conclude that writing is the process to make a product where the writer can write anything about life or anything. They can thing about the form of written language which includes many consideration involving linguistics competence, idea, and how to organize. The process and the product cannot be separated each other.

## **b. Teaching Writing**

Writing skill is one of the language skills which is thought to the students. Also, writing skill determine the students communicative competence in English.

In teaching of writing skill has some objective and indicators. It is state in BNSP 2006 that the teaching and learning of writing skill in junior high school is targeted to achieve functional levels. On the functional level, students are able to communicate adequately both in spoken and written form to complete daily activities. Moreover, students are able to create some monologue short functional texts and essay in the forms of procedure, descriptive, recount, narrative, and report.

Hyland (2003:2) states that there are many theories about writing in the second language (L2). Nowadays, it is helpful for teachers to understand some theories that focus on some aspects such as structures, text functions, themes or topic, creative expressions, composing processes, content genre and context of writing. These aspects have to support teachers in teaching writing. Harmer (2001:9) has reason why teaching writing should be done. There are four reasons for teaching writing to students of English as a foreign language such as:

- 1) Reinforcement, in the first element students feels that writing is more advantageous in the learning process. Students just do not a purely oral way when students acquire language. Therefore, students really need language written down. Students also need visual demonstration of language constructions to help students write new sentence properly.
- 2) Language development, the actual process of writing helps learners to study as they go along. The mental activity that learners have to go through to organize perfect written texts is all part of the learning experience.
- 3) Learning style, for many learners to produce language in a slower way is invaluable. Writing is appropriate for learners to be learned as a quite reflective activity instead of interpersonal face-to-face communication.
- 4) Writing as a skill, in teaching writing, students need to understand the generic structure of each text types in order to help them to be able to write the text properly. Moreover, students should be able to write the text in the daily life

context. They need to know how to write their experience, story, and suggestion using electronic media like the internet and mobile phone.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001:25), they are focusing on the product of writing process and focusing on the writing process itself. The writing approaches including a process approach are applied to get the objective of the study in writing skill. They are enabling to the students to understand the materials and helping them to express their ideas grammatically and orderly in English. This process approach the important one is not only in the product but also in the writing process. The process approach can be developed through writing practice routinely with effective activities also a better input to improve the students writing skill.

Before the writers write what he wants to write, he or she should decides and thinks about the topic of writing. It means that he or she must consider the reason topic of writing that has been chosen. There are some stages in writing process. The process of writing consists of:

- 1) Planning, on the planning stage the students plans what are they going to write.
- 2) Drafting, drafting is a series of strategies designed to write a piece of writing that it is not yet finished.
- 3) Revising, on the revising stage the students re-write their text on the basis of the feedback given in a responding stage.
- 4) Editing, editing is a series of strategies designing to correct and improve the text.

In conclusions, the writing process covers at least four stages namely planning, drafting, revising, and editing. The stages are needed to achieve the best writing product to convey message from the writer to the reader.

## **2. Technique of Teaching Writing**

Writing process is a completely process because writing process need cognitive abilities in recognizing some segments of language to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable text. Rivers (1981:294) claimed that writing in the language becomes a complicated activity because writing involves meaningful segments of language such as words, sentence, grammar, and how to transfer those segments into written forms.

In conducting of writing teaching and learning process, there are five major categories of classroom writing performance that can be used by teachers. Brown (2001:343) state five major categories of classroom writing performance such as imitative writing, intensive writing, self- writing, display writing and real writing. They are explained as follows:

### **1) Imitative**

This type is at the beginning level of learning to write. Students will write the simple circumstance, such as: English letter, words, or writing sentences, etc. some steps are needed to notice bearing on this kind. They are: 1) teacher reads a short paragraph once or twice at normal speed; 2) teacher read the paragraphs in

shorts phrase units of three or four words each and each unit is followed by pause; 3) during the pause, students' write exactly what they hear; 4) teacher then reads the whole paragraph once more at normal speed so students can check their writing; scoring of students' written work can utilize a number of rubric for assigning points. The evaluation can pay attention on spelling, punctuation and grammatical.

## **2) Intensive or controlled**

This writing level is higher than imitative writing. The process of intensive writing can carried out into two ways, that is, controlled writing and guided writing. A controlled writing is conducted to know to what extent the students' competent about field, topic and theme that is given by their teacher. While guided writing is carried out by giving guidance towards students, so they can create and produce writing. In guided writing, students are given freedom to write with their own words.

## **3) Self-writing**

This level will give students' opportunity to pour all ideas or notions into text. Diary or journal is included into this level. The activity of this writing may be devoted to self writing with only the self in mind as an audience. Students are free to determine Topic or theme what they will writing.

## **4) Display writing**

Display writing techniques are one of the academic skills that students need to master. The activities of writing fall into display writing are short answer exercise in writing, essay writing, research reports, etc.

### **5) Real writing**

Real writing is the last level of writing. This level can be divided into three sub categories, such as: writing is concerned with the academic purpose, writing is deal with vocation or occupation, and writing is based on personal affairs, e.g. diaries, letter, postcard, notes, and personal message.

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000: 7) who proposes that “Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.” It implies that teaching cannot be separated from learning. When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentence, grammatically, and systematically.

### **3. Effective Teaching Writing**

In order to create an effective writing class, an effective writing method and technique is required. Brown (2001: 313-316) develops some principles for designing interactive writing techniques. They will be described below:

#### **1) Incorporating practices of “good” writers**

To be a good writer should fulfill some criteria. They are (1) focus on goal or main idea in writing, (2) perceptively gauge their audience, (3) spend some time (but not too much) planning to write, (4) easily let their first ideas flow onto the paper, (5) follow the general organizational plan as they write, (6) solicit and utilize feedback



on their writing, (7) are not wedded to certain surface structure, (8) revise their work willingly and efficiently, and (9) patiently make as many revisions as needed.

## 2) Balancing process and product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. At the same time, caught up in the stages leading up the final product that it lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing.

## 3) Accounting for cultural/literary background

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students' native traditions and those that are trying to teach, try to help students to understand.

## 4) Connecting reading and writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

5) providing as much as authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning.

6) Framing the techniques in terms of prewriting, drafting, and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generating ideas, which can happen in numerous ways. They are reading (extensively) a passage, skimming and/or scanning a passage, conducting some outside research, brainstorming, listing (in writing-individually), clustering (begin with a key word, then add other words, using free association), discussion a topic or question, instructor- initiated questions and probes, and free writing.

The drafting and revising stages is the core of process writing. In traditional approaches to writing instruction, students either are given timed in-class compositions to write from start to finish within a class hour or they are given a homework writing assessment. To write a good form, the student should dominate several strategies and skills apply to the drafting/revising process in writing. They are (1) getting started, (2) “optimal” monitoring on one’s writing, (3) peer-reviewing for content, (4) using the instructor’s feedback, (5) editing for grammatical errors, (6) “read aloud” technique (in small group or pairs, students read their almost final draft to each other for a final check on errors, flow of ideas, etc), and (7) proofreading.

In reference to the explanation above, a learning process that is related with the method and techniques used in the classroom activity contributes to students' writing skill. An appropriate choice of teaching method, techniques, and activities affects the students' writing skill in the teaching and learning process.

#### **4. The teachers' roles in teaching Writing**

A teacher is a facilitator and responder to students (Brown, 2001:340) As facilitator the teachers' guide for students to write, as a responder the teacher should ensure students, response to, and use varieties of materials and techniques.

Further, Harmer (2004:330) says that when teachers ask students to write, he plays three roles there are as a motivator, a resource and a feedback provider.

##### **1) Motivator**

When the teacher gives a writing task, teacher has to motivate the students, create the right conditions for the generations of ideas, persuade them to do some activities and encourage them to make as much as effort as possible they can.

##### **2) Resource**

The teacher has to be ready to supply information and language when it is necessary. He needs to offer advice and suggestions in a constructive and tactful way.

### 3) Feedback provider

The teacher has to respond positively and encouragingly to the content of students writing. In addition, teachers need to offer corrections and suggestions based on what students need at a particular level and on the tasks that they have understood.

Based on the theory of teachers' role, a teacher controls everything that occurs in the classroom. Teacher is a facilitator and motivation for the students. Teachers is a resources where the students can get all the information they need.

## **5. Characteristics of Effective Media for Teaching Writing**

Using the media has many functions in communicating. In education, media is an important element that can help teachers and students in teaching and learning process. Through the use of media, teaching and learning process is not always monotonous, but there are variations and activities that may cause the motivations of the students to think actively. Teaching language needs good and interesting media. Media used in the teaching learning activity will keep the learner focus on the teacher, thus the classroom will be on teacher's control. The media used should be effective and interesting; the use of effective and interesting media in teaching can help the students understand the material easily. There are kinds of media that can be used in the teaching learning English to young learners, they are: Flashcards, Diagram, Chart, Poster, Video/film, Animation, Audio, Power point

The basic reason why English should be taught from first grade of State Elementary School is that, because English is considered as the important skill to be

mastered. The skill is needed to face globalization when English is used as international language all over the world.

Media are really important in teaching and learning process. They are the resources and equipment available to use in the classroom. Interesting media can help the students find inspirations in their learning. They will understand more the materials if the teacher provides appropriate media in explaining the material. Educational media are media that serves to assist students in achieving learning goal, to give such instructions. Oemar (1985: 23) defines educational media as any tools, methods, and techniques used to make the communication and interaction between teachers and students more effective in the process of English teaching and learning. They can be for explaining, motivating, or making clear the thing being discussed or talked about.

According to Bates (1995) media that are available use in learning can be described in terms of a number of characteristics. Among the more important characteristics are accessibility, cost, teaching functions, and interactivity.

#### 1) Accessibility

first questions to ask in teaching and learning process are who the target group is and whether there is an open access to the course. It is important to ask where the learners are expected to learn such as at home, work, a local public education centre, or regional learning center.

## 2) Cost

It is important to distinguish among capital and recurrent or operating expenditure; central (or production) and local (for delivery) capital costs; and fixed costs and variable costs. Some of the newer interactive technologies such as computer conferencing and audio graphics reduce fixed costs but have high variable cost, thereby making them suitable for course with relatively small learners' members.

## 3) Teaching Functions

It is much easier to discriminate between media on the basis of access or cost than it is on the basis of teaching effectiveness. Media are flexible in that each medium can be used in a wide variety of ways. Different within a medium may be greater than between media; for example, the difference between two television programmes may be greater than the differences between a face to face lecture and lecture on a radio programme. Media can also help to develop different skills, due to the control characteristics of the medium and its representational features.

## 4) Interactivity

Interactivity is the ability for the learner to respond in some ways to the teaching material and obtain comment or feedback on the response. It considerably increases learning effectiveness. There are two kinds of interactivity; a). Social interactivity learner's interaction with teachers and with each other via the medium; b). Learning material interactivity; learner's interaction with the medium; the level and the immediacy of feedback the medium itself provides; the extent to which the medium will accommodate the learners own input and direction.

Meanwhile, Rohani (1997) states that the selection and the use of media need to consider the following criteria:

- 1) Goal , the media should support the learning objectives formulated.
- 2) Efficiency, the media should be appropriate and useful for understanding thematerial being studied.
- 3) Circumstances of learners, the choice of media should consider learners' comprehension abilities.
- 4) Availability, the choice of media should show whether the media is available atschool or not
- 5) Technical quality, the media mush has clarity and good quality
- 6) Cost, there is consideration that the cost incurred should have the balance with the result achieved and there is compliance.

Technology as an attractive media in the teaching and learning process may have a big chance to give varied effect on students. Slide presentations are a highly effective method of enhancing classroom presentations and aiding student productivity in laboratory settings. They believe electronic presentations help clarify, visualize, emphasize, organize, and summarize information. In fact, many students believe that the slide shows are one of the biggest positives of the course.

With the use of media, the process of English teaching and learning is believed to be more interesting. Media encourage students to learn English better in the classroom activities. Media also provide students with information and richness of cultural input. They can help students' process information and minimize teachers

from excessive explanation. In short, the objective of using media is to make the process of English teaching and learning effective and efficient.

There are some criteria in choosing media used in the process of English teaching and learning. The criteria are that:

- 1) The media match the teaching objectives,
- 2) The media support the content of teaching materials,
- 3) The media are easy to be obtained,
- 4) Teachers are able to use the media

## **6. PowerPoint**

### **a. The Definition of PowerPoint**

PowerPoint is a presentation program developed by Microsoft. It is included in the standard Office suite along with Microsoft Word and Excel. The software allows users to create anything from basic slide shows to complex presentations. PowerPoint is often used to create business presentations, but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. Sound effects and animated transitions can also be included to add extra appeal to the presentation.

Microsoft PowerPoint is a desktop presentation software capable of creating many different types of presentations such as slide, handouts, or even on-screen computer projection that is simple to use and provides powerful features for creating presentations. The development of PowerPoint starts from the very simple version



with simple use and features to the more modern one with more complete use and features. Microsoft office PowerPoint was first designed by Bob Gaskin helped by software designer, Dennis Austin, under the name of presenter for forethought. The present versions are Microsoft office PowerPoint 2007 release in November 2006. This newest version had major changes of user interface and better graphic capabilities.

PowerPoint presentations usually begin with a title slide that may contain the name or the topic of the presentation and sometimes will contain the name(s) of the presenter(s). The title slide is followed by content slides that contain information usually in the form of text often in the form of a bulleted list and sometimes graphics. Examples of graphics that may be contained in a PowerPoint presentation include charts, graphs, diagrams, screenshots, photos, movies and animations.

Therefore, PowerPoint is applicable to use in the instruction, Parette, Blum and Watts (2009: 864) clearly states that PowerPoint is especially popular applications because many early childhood education professionals already have experience with its use as instructional technology. It is able to assist learning process because it allows the education professional to:

- a) Manipulate a variety of pictures, colors, sounds, animation, slide design, or slide transition within a presentation to promote interest and motivation.
- b) Deliver information in clear, structured format, while keeping children engaged in the lesson.

During this generation in millennial learners, who are heavily stimulated by visual and active involvement, there is a need to create innovative, demagogically approaches that effectively utilize technology. At the same time this technologically innovative teaching and learning strategies are being developed. It is imperative for educators to preserve learning outcomes. In line with this statement, Sidman and Jones(2007:449) states that “Multiple ways of using technology is teaching and learning have been utilized to creatively deliver and organize course content interactive educational game, video clips, hand on website, outline assessment, outline course management system, simulations and interactive, PowerPoint slides are all examples of methods in which educators attempt to make effective use of technology to actively engage millennial learners and address their learning styles”.

Furthermore PowerPoint now is widely used in the teaching-learning process. Many claims have been made about the value of technology in language learning; in particular PowerPoint.

In addition, the use of PowerPoint is expected to be beneficial for both the learners and the teacher indeed in order to facilitate the good teaching and learning environment and enhance the learner motivations to keep participating in the teaching and learning process. The presentation program PowerPoint is probably the most used tools in the school, high school, and universities. The used of this program, however comes at cost, because it's not just a different and neutral way of teaching .PowerPoint makes a breakthrough on the learners understanding in line with this

statement, Kjeldsen (2006:1) states that power point affect not only the way the teachers present to teach, but also the way the learners think, learn and understand.

#### **b. The characteristics of PowerPoint**

PowerPoint is a useful tool for producing multimedia presentation materials combining text with images, sounds, and links to the Web. The software can also be used to produce handouts. PowerPoint can also increase participant interest in, and learning of, the subject matter. When create a presentation using PowerPoint or other presentation tool, the presentation is made up of a series of slides.

Power Point Used to support a lecture, slides can assist you in providing a visual outline of your content and help students' focus their attention on what is being said. PowerPoint and other presentation tools come with a library of clip art, diagrams, and graphs. Additionally, you can insert your own image files into the presentation.

#### **c. The benefits of using Microsoft PowerPoint**

The PowerPoint presentation or also known as Power Point presentation is a particular brand of commercial presentation program that operates or runs under certain operating systems. A presentation program is computer software that shows information as a slide show presentation that is displayed in a computer monitor or projected onto a large screen. Since it was released in the early 1980s, the Power Point presentation has become a major leading brand of presentation program that is

used by many individuals, institutions and organizations because of the versatility and wide range of uses for the application.

PowerPoint is an easy program for both teachers and students to learn. Here some of the benefit of using PowerPoint for teacher and for the students.

Benefits for Teachers:

- 1) The greatest advantage of using PowerPoint in the classroom is that teachers can modify lessons and use them over and over again. Therefore, teachers save time on handing out instructional material, writing on blackboard, repeated speech and so on.
- 2) PowerPoint can enrich the information in a lesson, and make the presentation more organized and flexible.
- 3) Main points can be emphasized by using graphics, animation and sound.

Benefits for Students:

- 1) This format is attractive to students, and it appeals to students' diverse learning styles, such as visual, auditory, kinesthetic, and creative by employing multimedia methods, such as sounds, images, color, action, design, and so on.
- 2) PowerPoint assists collaborative learning in group projects by involving every student in the learning and teaching processes. It empowers students to be in charge of their own learning, and offers them opportunities to demonstrate their work.

- 3) Students who are absent from class can go through the content by watching PowerPoint presentations, allowing them to learn at home and not fall behind. Sounds and motions can help them to understand the important points in a lesson.

## **7. Teaching Writing in the Seventh Grade Students of SMP Muhammadiyah1 Mlati**

Teaching for student of junior high school is one of the important things that has be done well because English is one of the compulsory subject that has to be thought for student of junior high school level. Brown (2001 – 104) provides the scope and the sequence of writing skill for junior high school as follows:

- 1) Writing a personal description
- 2) Writing a postcard
- 3) Writing a letter about a friend
- 4) Writing note to a friend and making a shopping list

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity.

Based on the standard of competence and basic competency of junior high school, junior high school students are classified as a functional level in which they are expected to be able to communicate in spoken and written communication to solve the problem where the students belong to. To reach the functional level, they have to be able to make short functional text in the form notice, letter, announcement,

greeting card, short message, and schedule. And in form of essay texts in form of procedure, descriptive, recount, narrative, and report text. The level of difficulty appears in the use of vocabulary, grammatical rules, and rhetoric steps.

The teaching and learning process of four skills in English including English need to be developed. Until recently, most of the teaching writing skills in SMP Muhammadiyah 1 Mlati had been using conventional media. The use of media in teaching English in this junior high school just only for eight and nine grades students of SMP Muhammadiyah 1 Mlati. For the seventh grade student is still use conventional media. The teachers do not use various media to improve students' motivation, interest, and understanding in writing. The resources are only from course books and student's worksheet. Therefore, the common situation in the teaching writing is mostly uninteresting, boredom and monotonous. The students' are not enthusiastic to engage in the class activities. The students found difficulties in exploring ideas and integrating the ideas into a piece of writing. As the result, the students writing are not qualified. The teacher have to show and help the students to learn, how to write and give instruction guide students in writing, provide students with knowledge of writing and help the students to understand how to write effectively.

Based on the observation conducted of the teaching and learning process of writing in SMP Muhammadiyah 1 Mlati the teacher only used a whiteboard and textbook in explaining the writing materials. In addition, the teacher did not explore the use of media that could help to create effective and fun learning of writing skill.

The students in VII B of SMP Muhammadiyah 1 Mlati mostly lack of enthusiasm, interest, and motivation in their learning process. The students just learn from course book and write based on topics given by the teacher. In a longer duration of writing activities, Most of the students spend their time to decide and develop their ideas for writing. The students face difficulties in exploring ideas and they also have limitation of vocabularies and grammar. In response to this, it is clear that the students writing skill should be improved in some ways, for example used the media that effective to increase students motivation.

## **B. Conceptual Framework**

In writing, writers must do a lot of practice to become good writers. Writers always find some problems in writing both in first and second language. The success of learning is influence by several factors namely students, teacher, material, method, and media. Media is one of the important factors influencing the success of students in learning English. In this research, the researcher selects Power Point as media in the experimental class and selects a textbook in the control class. The experimental and control class received same materials and method but in different treatment. The materials in this research are writing the procedure texts.

Power Point is used in the teaching writing of the experimental group. Learning through PowerPoint make students relaxed and fun because PowerPoint create a good atmosphere in the class. PowerPoint can manipulate a variety of pictures, colors, animation, sounds, slide design, to promote interest and motivation.

Deliver information in clear, structure format, while keeping students engage in the lesson. Used PowerPoint could facilitate students to generate idea because with PowerPoint the material can presented in visual form.

Writing is a very important skill and it is one of the four skills that should be mastered. However, many students find difficulty to write. There are many problems they face. They are related to the ideas, organization, vocabulary, sentence structure, capitalization, punctuation, and spelling. To deal with the problems, a PowerPoint is one of the techniques that provide solution. Using Power Point can make writing be more interesting end enjoyable for students especially in the process of their writing.

The uses of PowerPoint in this research hopefully can improve the students' writing skills. PowerPoint will make students enjoy the lesson and they can get the materials clearly. When student are motivated, ideas might come up in their minds and they are able to write easily.

### **C. Research Hypothesis**

As presented in the introduction, the objective of the study is to reveal the effectiveness of teaching writing through power point as media at the seventh grade students of SMP Muhammadiyah 1 Mlati. In reference to the conceptual framework above, the hypothesis is proposed as follows: “There is a significant difference between seventh grade student of SMP Muhammadiyah 1 Mlati who is taught using PowerPoint and those who are not”.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Research**

This is an experimental research study. In this research two intact groups that have been chosen are given in difference treatment. The experimental group is given a special treatment and the control group is not. In this study, the special treatment given for experimental group which is group of student which is using power point as a media in learning process.

#### **B. The subject of the Study**

Two classes of seventh grade students of SMP Muhammadiyah 1 Mlati is the subject of the study. One group is to be the Experimental group and the other one is the control group.

#### **C. Research Design**

The design used in this research is two intact groups pre-test-pos-test design. The research design uses the pre-test before the treatments and uses the post-test after the treatments so that the research results are identified accurately. The treatment was the use of PowerPoint on the teaching of writing skill. The treatment was only given the experimental class. The research design is shown below.

**Table 1: Research Design**

Experimental Group	Pretest	Treatment	Post test
Control group	Pretest	-	Post test

#### **D. Research instrument**

In this research, the test was given before and after the treatment to observe differences between the experimental group and the control group on students. The test was divided into the pre-test and the post-test. The result was used to describe the significant and difference of achievements of the students taught by using PowerPoint and conventional media.

#### **E. The Validity and Reliability of the Instruments**

The researcher conducted the tryout before using the Writing test in order to find out the validity and reliability of the instrument to collect the data. The validity and reliability of the writing test are presented as follow.

##### **1. Validity of the Instrument**

A valid instrument is an instrument which is able to test what should be tested. It refers to the degree to which scientific explanation of phenomena much the reality. There are two kinds of validity applied in this research. They were content validity and construct validity.

##### **a). Content Validity**

According to Wiersma and Jurs (2009:355), Content validity is the process of how the test establishes to representativeness of the items in a certain domain of the skills, task, knowledge, and other aspect that are being measured. The writing test is developed in reference to standard of competency and basic competencies stated in School-Based Curriculum of Junior High School Year V11 of the 2<sup>nd</sup> of the

English subject. Table 2 shows the Standard of Competency and Basic Competencies of School Based Curriculum of Junior High School Year V11 of the 2<sup>nd</sup> semester of English Subject.

**Table 2: Standard of Competency and Basic Competencies of School-Based Curriculum of Junior High School Year V11 of the 2<sup>nd</sup> semester of English Subject.**

Standard of Competency	Basic Competencies	Indicators
1.2. expressing meaning in the written functional text and simple short essay in the forms of descriptive and procedure to interact with others in daily life context.	12.2 expressing the meaning and rhetorical steps in essay accurately, fluently and appropriately in daily life context in the forms of descriptive and procedure	<ul style="list-style-type: none"> <li>• Students are able to arrange a good procedure text.</li> <li>• Students are able to make sentence in the form of procedure text.</li> <li>• Students are able to write a procedure text in a good form.</li> </ul>

**Table 3: Shows the blueprint of the Writing Ability test**

No	Indicators	Aspect of Writing	The Items Number
1	Writing a Procedure Text	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Content</li> <li>• Organization</li> <li>• Vocabulary</li> <li>• Capitalization, punctuation</li> </ul>	1
2	Writing a Procedure Text	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Content</li> <li>• Organization</li> <li>• Vocabulary</li> <li>• Capitalization, punctuation</li> </ul>	1
Total			2

### **b). Construct Validity**

Construct validity refers to the feature of the characteristic being measured by the instrument. The construct validity was used to examine whether the test had a consistent representation this theories underlying the presented material or not. Wiersma and Jurs (2009:358) state that construct validity refers to theoretical construct or trait being measured but not to the technical construction of the test.

In reference to the categories of evaluating students' Writing, the researcher adapted the model of scoring a composition from Brown (1991) in Brown (2001:357) there were five aspects to be assessed in the students' Writing: grammar, contents, organization, vocabulary, capitalization and punctuation which were assessed into one aspect of writing.

### **2. Reliability of the instrument**

The reliability of the test items is needed before the test instrument is administrated to the subject of the study that will be found. A test is said reliable if the same test is given to the same subjects or matched subjects on two different occasions, the test itself should yield similar result (Brown, 2004:20).

This criterion of reliability provides information on whether or not the data collection procedure is consistent and accurate. To know whether the items were reliable or not, the researcher employed Kuder Richardson -20 formula.

In this study, the researcher employed inter-rater reliability. It was established when the result of the writing test are assessed using subjective judgments. Inter – rater reliability was applied to know whether the data of the writing score given by

two assessors are variable. The first rater was the researcher and the second rater was an English teacher.

According to Hatch and Farhady (1982: 247), the formula used to know the test reliability is:

$$\text{KR-20 } r_k = \frac{Kr_{ii}}{1 + (K - 1)r_{ii}}$$

Where

$K$  = number of items in the test

$r_{ii}$  = mean of the item correlation

$r_k$  = reliability

In order to determine the level of the instrument reliability, the form of categorizing the reliability coefficient was employed. The rate of value in the instrument reliability is presented in the following Table:

**Table 4 the value in the instrument reliability coefficient**

No	Reliability Coefficient	Category
1.	0.800-1.000	High
2.	0.600-0.800	Fair
3.	0.400-0.600	A bit low
4.	0.200-0.400	Low
5.	0.000-0.200	Very Low

Based on the Table above, the result of the computer program calculation shows that the reliability coefficient of the instrument was  $r = 0.826$ . According to the value of reliability coefficient, the research instrument can be said having high

reliability since the reliability is in the range of 0.800 – 1.000, The reliability coefficient of the instrument is shown in Table 5.

**Table 5: The Reliability Coefficient of the Instrument**

Variable	Calculation Result	Reliability Coefficient	Category
Writing	0.826	0.8000 – 1.000	High

#### **F. Data Collecting Technique**

The researcher carried out a pretest and posttest for the subjects for this study. The pretest was conducted before the treatment and the posttest was conducted after the treatment. Power Point was given only for experimental class. Table 6 present the implementation of this study.

**Table 6: The Implementation of This Study**

No	Date	Activities	Time
1.	May 16 <sup>th</sup> , 2013 (Thursday)	Pretest (Control Class)	13.00-13.40
2.	May 17 <sup>th</sup> , 2013 ( Friday)	Pretest (Exp class)	09.10-09.50
3	May 21 <sup>st</sup> , 2013 (Tuesday )	Treatment 1 (Exp class)	13.00-13.40 13.40-14.20
4.	May 22 <sup>nd</sup> , 2013 (Thursday)	Treatment 1 (Control Class)	11.30-12.10 13.00-13.40
5.	24 <sup>th</sup> , 2013 (Friday)	Treatment 2 (exp class)	10.10-10.50 10.50-11.30
6.	May	Treatment 2	13.40-14.20

	28 <sup>th</sup> , 2013 (Tuesday )	(control class)	14.20-15.00
7.	May 30 <sup>th</sup> , 2013 (Thursday)	Posttest (Exp class)	13.00-13.40
8.	May 31 <sup>st</sup> , 2013 (Friday)	Posttest (control class)	09.10-09.50

## G. Data Analysis

They were two techniques that researcher employed to analyze the data in this research. They were the descriptive analysis and inferential statistic.

### 1. Descriptive analysis

The Descriptive analysis employs the result of the mean and standard deviation. Hatch and Farhady (1982:39) indicate that describing analysis is statistic used to summarize data. There are two descriptive analyses in this study: mean and standard deviation. The mean was the total of all scores divided by the number of the subjects. The standard of deviation was the average of variability of all the scores around the mean and the standard of deviation compared with ideal one.

The formula of the mean is:

$$\bar{X} = \frac{\sum x}{N}$$

Where:  $\bar{X}$  = mean

$\sum X$  = total score

N = the number of students

The formula of the standard of deviation according to Sutrisno (2004: 90) is presented below:

$$SD = \sqrt{\frac{\sum x^2}{N}}$$

Where SD = the standard of deviation  
 $\sum X^2$  = sum of the standard of deviation  
 N = the number of students

#### **a. Categorization.**

Data categorization was based on the ideal mean and standard deviation, which the grouped into six categories. The determination of distance by using the standard deviation to the categorization is based on the normal distribution curve that is theoretically within 6 standard deviation(Azwar 2010:106)

To calculate the ideal average (Mi) is calculated used the formula:

$$Mi = \frac{1}{2} (\text{The highest possible score} + \text{the lowest possible score})$$

While the ideal standard deviation (Sdi) is calculated using the formula:

$$SDi = \frac{1}{6} (\text{The highest possible scores} - \text{The lowest possible scores})$$

The frequency distribution of the scores of the students' Writing ability can be categorized into six levels namely: Excellent, Very Good, Good, Fair, Poor, Very Poor. The distribution was calculated based on the Mi scores and Sdi as follows:



**Table 7: Guidelines for providing Interpretation of Research Variable**

<b>Category</b>	<b>Interval scores</b>
Excellent	89.0 – 100
Very good	77.9 - 88.9
Good	66.8 -77.8
Fair	55.7 - 66.7
Poor	44.6 - 55.6
Very poor	33.5 – 44.5

## **2. Inferential analysis**

The inferential analysis was focus on answer the question of the formulation of the problem, which is was whether there is a significant difference between first grade student of junior high school by using PowerPoint as media and those the students who are taught without power point. The statistics used in this computation were rest of normality, test of homogeneity, and test of hypothesis.

### **a. Test of normality**

The test of normality is used to find out whether the data gathered show a normal distribution. To determine the level of significance, the researcher used kolmogorovsminovas started by Sugiyono (2010:156) is presented as follows:

$$D: \text{maximum } [f_o(x) - s\mu(x)]$$

In which:

$f_o(x)$  : the case proportion which is expected to has the same or less score of x.

$s\mu(x)$ : observed cumulative distribution.

Based on the significance level, the conclusion can be derived:

- 1). If the significant probability  $> 0.05$  the data have normal distribution
- 2). If the significance probability  $< 0.05$  the data deviate from normal distribution

### **b. Test of homogeneity**

This test used to find out whether or not the sample variance is homogeneous, is the scores of one group have homogenous variance with the scores of the other groups or not. The formula that is used in the Homogeneity test is:

$$F = \frac{SD^2_{bs}}{SD^2_{kt}}$$

Where:

$SD^2_{bs}$  = The biggest variance

$SD^2_{kt}$  = The smallest variance

### **c. Hypothesis Testing**

The hypothesis test is used to see whether the hypothesis of this study can be accepted or not. The analysis is done by using ANCOVA. McMillan and Schumacher (2010:309) stated that ANCOVA is used to adjust initial group differences statistical on one or more variables that are related to the dependent variable. The purpose of this test is to see whether the difference between the means of two group is statistically significant. The hypothesis is divided in the null hypothesis ( $H_0$ ) and alternate hypothesis ( $H_a$ ) listed in the form as:

$H_0: \mu_1 = \mu_2$ : there is no significant difference on the students writing skill between those who are taught by using PowerPoint and those who are not.

$H_a: \mu_1 \neq \mu_2$  : there is a significant difference on the students writing skill between those who are taught using PowerPoint and those who are not.

Notes:  $H_0$ : null hypothesis

$H_a$ : alternate hypothesis

$\mu_1$ : the mean of the experimental group

$\mu_2$ : the mean of control group

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This research aims to find out the effectiveness of in the teaching writing. The data came from the scores of the students' writing test administered both the experimental and the control groups.

This chapter further discusses the main parts. They are data description, the inferential analysis, and the discussion. The data description describes the score of the writing ability of the students. The inferential analysis explains the pre-testing analysis and the hypothesis testing while the discussion describes the result of the hypothesis testing.

#### **A. Data Description**

The data description shows the results of the tests. This research employed two groups. It describes the test scores of the students in the experimental group who were taught by using PowerPoint and the students in the control group who were not. The pre test and post test were given to each group. The pretest was given before the treatment and the posttest was given after the treatment.

The descriptive analysis is applied to provide the calculation of the mean, the standard deviation of the two variable the highest scores and the lowest score. The ideal mean and the ideal standard deviation are used to determine the scores classification. In categorizing the scores, the researcher used the classification in the

table of score categories. The categorization of the scores of students' writing ability was based on the ideal scores.

### **1. Pretest**

The pretest was given before treatments. It was given to two groups namely the experimental group ( VIIA class ) and the control group (VIIB class). It aimed to measure the composition of writing skill of groups before it was given the treatment. The students for both groups were asked to write procedure text how to make instant milk shake.the result of the pretest for the experimental and the control groups can be seen as follow:

#### **a. Data on the Pretest Writing Scores of the Experimental Group**

The researcher used the software of SPSS version 13.00 to analyze the qualitative data. The mean score of the experimental class in the pretest is 6.03 with the standard deviation of 1.29, the maximum score for the pretest of the experimental group was 8.00 and the minimum score was 3.00. The result of the descriptive statistics can be seen in Table 8 and the print out of the analysis is in Appendix 4.

**Table 8. Descriptive Analysis of the Pretest on the Experimental Group**

<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Lowest Score</b>	<b>Highest score</b>
29	6.03	1.29	3.00	8.00

Meanwhile, the students' score categorization of writing is based on the ideal score. The ideal mean score (Mi) was 5 and ideal standard deviation (SDi) was 1.67

and the result of the scores category on the students' writing skill of the pretest score of experimental group can be seen in table 9.

**Table 9: The Score Category of the Pretest on the Experimental Group**

No	Interval	F	F (%)	Category	Category	Category (%)
1	89.0 – 100	0	0	Excellent	High	34.5%
2	77.9 – 88.9	4	13.8	Very good		
3	66.8 – 77.8	6	20.7	Good		
4	55.7 – 66.7	11	37.9	Fair	Low	65.5%
5	44.5 – 55.6	4	13.8	Poor		
6	33.5 – 44.5	4	13.8	Very poor		
Total		29	100			

Table 9 shows that there was 4 students (13,8%) categorized into the *very good* category, 6 students (20.7%) categorized into the *good* category, 11 (37.9%) students categorized into the *fair* category, 4 students (13.8%) categorized into the *poor* category and 4 students (13.8%) categorized into the *very poor* category and there is no one of the students categorized into the *excellent* category. The excellent category, very good and good category were categorized into the *high* categories. Furthermore, the fair, poor, and very poor category were categorized into the *low* categories. Therefore, based on the data above, it is concluded that the majority of the students is in fair categories and its means that the most students are in *low* category (65.5%).

**b. Data on the pretest writing scores of the control group**

The result of statistical calculation using the SPSS 13.0 for windows computer program showed that the mean value was 6.00 with the standard deviation of 1.36;

the maximum scores of the pretest of the control group was 8.00 and the minimum scores was 3.00 The result of descriptive statistic can be seen in Table 10 and the printout of the analysis is in Appendix 4.

**Table 10: Descriptive Ananlysis of the Pretest on the Control Group**

N	Mean	SD	Lowest Score	Highest score
29	6.00	1.36	3.00	8.00

Meanwhile the result of the score category on the students' writing test of the Pretest score of the Experimental group can be seen in Table 11.

**Table 11: The score category of the pretest on the control group**

No	Interval	F	F (%)	Category	Category	Category (%)
1	89.0 – 100	0	0	Excellent	High	34.5%
2	77.9 – 88.9	4	13.8	Very good		
3	66.8 – 77.8	6	20.7	Good		
4	55.7 – 66.7	11	37.9	Fair	Low	65.5%
5	44.5 – 55.6	4	13.8	Poor		
6	33.5 – 44.5	4	13.8	Very poor		
Total		29	100			

Table 11 shows that there was 4 students (13.8%) categorized into *very good* category, 6 students (20.7%) was categorized into the *good* categorize, 11 students (37.9%) were categorized into the *fair* category, 4 students (13.8%) were categorized into *poor* categorize, 4 students were categorized into the *very poor* categorize and no student was categorized into the *excellent* categorize. The excellent category, very good and good category were categorized into the *high* categories. Furthermore, the fair, poor, and very poor categories were categorized into the *low* categories.

Therefore based on the data above, it is concluded that the majority of the students are in fair category and it means that most students are in *low* category (65.5%).

**c. Comparison between the Pretest Scores of the Experimental and Control Group**

When the pretest scores of the control group were compared with the pretest of the experimental group, there was a difference. The comparison about the experimental and control group of students' writing skill scores in pretest is shown in Table 12.

**Table 12: Descriptive Analysis of the Pretest Scores of Exp and Control Group**

<b>Data</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Pretest score of the Exp group	29	6.03	1.29
Pretest score of the Control group	29	6.00	1.36

As shown in Table 12, there are difference between the pretest and post test scores of the experimental group and control group when they were compared. The mean of the pretest scores of the experimental group was 6.03 while the the mean of pretest scores of control group was 6.00 The standard deviation of pretest of the experimental group was 1.29, while the control group was 1.36 The frequency of the pretest of experimental group shows that the most students were categorized into the low category (65.5%), while frequency of pretest of the control group shows that most students also were categorized into the low category(65.5%)



## 2. Posttest

The posttest was given after the treatment. It was given to two groups namely the experimental and control groups. The researcher gave the PowerPoint based activity to the experimental group and gave the text book to the control group. A posttest was given to the experimental and control groups to measure the result of students' writing skill after the treatment was given. The student of both groups were asked to write a procedure text. The result of the posttest for the experimental and control groups can be seen as follows:

### a. Data on the posttest writing scores of the experimental group

The researcher used the software of SPSS version 13.00 for windows computer program to analyze the quantitative data. From the computation, it shows that gain mean for experimental group in the posttest was 7.27 with the standart deviation of 1.53, the maximum score for the pretest of the experimental group was 10.0 and the minimum score 4.00. The result of the descriptive statistic can be seen in Table 13 and the printout of the analysis is in Appendix 4.

**Table 13: Descriptive Analysis of the posttest on the Experimental Group**

<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Lowest Score</b>	<b>Highest Score</b>
29	7.27	1.53	4.00	10.0

Meanwhile, the students' score categorization of writing skill is based on the ideal score. The ideal mean score (Mi) was 5 and the ideal standard deviation (SDi)

was 1.67 The result of the scores category on the students' writing skill of the posttest score of the experimental group can be seen in the Table 10.

**Table 14: The Score Category of the Posttest on the Experimental Group**

No	Interval	F	F (%)	Category	Category	Category (%)
1	89.0 – 100	8	27.6	Excellent	High	68.9%
2	77.9 – 88.9	5	17.2	Very good		
3	66.8 – 77.8	7	24.1	Good		
4	55.7 – 66.7	5	17.2	Fair	Low	30.9%
5	44.5 – 55.6	3	10.3	Poor		
6	33.5 – 44.5	5	3.4	Very poor		
Total		29	100			

Table 14 shows that there are 8 students (27.6%) categorized into the *excellent* category, 5 students (17.2%) into the *very good* category, 7 students (24.1%) were categorized into the *good* category, 5 students (17.2%) were categorized into *fair* category, 3 students (10.3%) were categorized into *poor* category and 1 students (3.4%) were categorized into *very poor* category. The excellent category, very good and good category were categorized into the *high* categories. Furthermore, the fair, poor, and very poor categories were categorized into the *low* categories. Therefore based on the data above, it is concluded that the majority of the students are in the excellent category and it means that most of the students are in the *high* category (68.9%).

**b. Data on the posttest writing scores of the control group**

The result of statistical calculation using the SPSS 13.00 for windows computer program showed that the mean score was 6.17 with the standard deviation

of 1.44, the maximum score for the posttest of the control group was 9.00 and the minimum score was 3.00. The result of the descriptive statistic can be seen in Table 15 and the printout of the analysis is in appendix 4.

**Table 15.Descriptive Analysis of the Posttest on the Control Group**

<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Lowest Score</b>	<b>Highest Score</b>
29	6.17	1.44	3.00	9.00

Meanwhile, the result of the score category on the students' writing skill of the posttest score of the control group can be seen in the Table 16.

**Table 16.The Score Category of the Posttest on the Control Group**

<b>No</b>	<b>Interval</b>	<b>F</b>	<b>F (%)</b>	<b>Category</b>	<b>Category</b>	<b>Category (%)</b>
1	89.0 – 100	1	3.4	Excellent	High	41.3 %
2	77.9 – 88.9	4	13.8	Very good		
3	66.8 – 77.8	7	24.1	Good		
4	55.7 – 66.7	10	34.5	Fair	Low	58.6 %
5	44.5 – 55.6	2	6.9	Poor		
6	33.5 – 44.5	5	17.2	Very poor		
Total		29	100			

Table 16 shows that 1 student (3.4%) was categorized to the *excellent* category, 4 students (13.8%) were categorized into the *very good* category, 7 students (24.1%) were categorized into the *good* category, 10 students (34.5%) were categorized into the *fair* category, 2 students ( 6.9%) were categorized into the *poor* categorized, 5 students (17.2%) were into the *very poor* category. The excellent category, very good and good category were categorized into the *high* categories. Furthermore, the fair, poor, and very poor category was categorized into the *low*

categories. Therefore based on the data above, it is concluded that the majority of the students are in the fair category and it means that most of the students are in the *low* category (58.6%).

**c. Comparison between the Posttest Scores of the Experimental and Control Groups**

When the posttest of the two group were compared, there was difference. The comparison about students' writing ability of the experimental and control group is shown in Table 17.

**Table 17: Descriptive Analysis of the Posttest of Exp and Control group**

<b>Data</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Posttest scores of the Exp group	29	7.27	1.53
Posttest scores of the Control group	29	6.17	1.44

Based on Table 17, there was difference between the posttest score of the experimental and the control group. The mean scores of the experimental and the control groups were 7.27 and 6.17. It means that there was a progress after treatment in the experimental group. The standard deviation of the experimental group was 1.53 whereas the control group was 1.44. The frequency of the posttest of experimental group shows that most students are categorized into high categories (68.9%), while the frequency of posttest of control group shows that most students are categorized into the low category (58.6%). It means that the students who belong to the

experimental group had better promotion in writing ability than that of the control group. It can be said that using Power Point could improve students writing ability.

**d. Comparison between the Experimental Groups and Control Groups**

When the value of the pretest and posttest of the experimental group was compared, there was difference. The mean value of the pretest was 6.03, whereas the posttest was 7.27, then the gain score was 1.24% it means that there is a progress after treatment. The standard deviation of the pretest was 1.29, whereas the posttest was 1.53. The majority of the students' pretest scores were in the *poor* category that means that the most students were categorized into the *low* category (65.5%), whereas the posttest was categorized to the *good* category (68.9%) that means students were categorized in the *high* category. It can be said that there was a progress from the pretest to that of the posttest after treatment using PowerPoint.

Meanwhile, there was also a difference between the score of the pretest and posttest of the control group. The mean value of the pretest was 6.00, whereas the posttest was 6.17. it be concluded that students writing skill score of the control group in which the treatment was not applied in decreasing 0.7 point. The standard deviation of pretest was 1.36, whereas the posttest was 1.44. The majority of the stdents' pretest scores were in the poor category that means that most of the students were categorized the *low* category (65.5%), whereas the posttest was categorized into the *poor* category (58.6%) that means the most students were classified in the *low* category.

## B. Inferential Analysis

### 1. Test of Normality

The normality test is aimed to see whether or not the distribution of the responses to the instrument is normal. In this case, the researcher used the Kolmogorov-smirnov test. Theoretically, the data are normal if the value of  $p$  is greater than 0.05. The following table shows the summary of normality test result.

**Table 18: Result of the Normality Test of Writing Skill**

Variables	Sig	Statement
Pretest of the Control Class	0.109	Normal
Pretest of the Experimental Class	0.151	Normal
Posttest of the Control Class	0.142	Normal
Posttest of the Experimental class	0.571	Normal

Table 18 displays the result of the normality of pretest and posttest of both classes. The result of normality for the pretest of control and experimental classes are (0.109) and (0.151). Meanwhile, the result of normality of the posttest of control and experimental classes are (0.142) and (0.571). Since all this value are greater than 0.05, it can be conclude that all of the data have a normal distribution.

### 2. Test of Homogeneity

A homogeneity test is used to find whether or not the sample variance is homogenous or not. In this case, the *levene-test* was employed on the data of pretest and posttest. Theoretically, the sample variance is homogeneous if the significance value is higher than 0.05. A homogeneity test was done before and after the treatment

(pretest and posttest). This test carried out by using SPSS (Statistic Package for Social Science) version 13.00 for windows computer program.

The result for the *levene-test* test are shown in Table 19.

**Table 19: Result of Homogeneity Test in the Pretest**

Variable	Levene statistic	df1	df2	Sig.	Statement
Pretest	.010	1	56	.921	Homogeneous
Posttest	.565	1	56	.456	Homogeneous

Based on the Table above, it shows that the value of Sig. of the pretest (0.921) was more than 0.05 ( $0.921 > 0.05$ ), therefore it can be said that the sample variance was homogeneous. Moreover, the value of Sig. of the posttest (0.456) was also more than 0.05 ( $0.456 > 0.05$ ), therefore it can be said that the sample variance was homogeneous.

### 3. Hypothesis Testing

The hypothesis testing is aimed to determine whether increase in the students' writing skill scores by using PowerPoint and without using PowerPoint is significant or not. The ANCOVA test therefore is use here. The hypothesis of this research is "There is a significant difference between seventh grade student of SMP Muhammadiyah 1 Mlati who is taught using Power Point and those who are not.

The hypoythesis testing between the experimental and the control group can be seen from the following explanation:

- a. Null Hypothesis (Ho): There is no significant difference in the writing skill between the students who are taught by using PowerPoint and those who are taught without PowerPoint.
- b. Alternative Hypothesis (Ha): There is a significant difference in the writing skill between the students who are taught by using PowerPoint and those who are taught without using PowerPoint.

In this study the researcher used the SPSS 13.00 computer program to analyze the hypothesis and the data. The ANCOVA was employed to test the hypothesis.

Because the scores both pretest and posttest and the mean scores of both classes are different. Theoretically in the hypothesis testing, if the value of the level of significance is lower than 0.05, the hypothesis theoretically is accepted. The result of the ANCOVA is presented in Table 20.

**Table 20: The Result of the Hypothesis Testing**

**Tests of Between-Subjects Effects**

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	99,001 <sup>a</sup>	2	49,500	63,931	,000
Intercept	4,202	1	4,202	5,427	,024
Pretest	81,346	1	81,346	105,060	,000
Group	16,666	1	16,666	21,525	,000
Error	42,585	55	,774		
Total	2764,000	58			
Corrected Total	141,586	57			

a. R Squared = ,699 (Adjusted R Squared = ,688)

Table 20 shows that the ANCOVA test has a significance value of 0.000. in other words, there was a significant effect of writing skill of posttest after controlling



for the effect of pretest,  $F = 21.525$  ,  $p < 0.05$ , then  $H_a$  was accepted and  $H_o$  was rejected or there was a significant difference in the writing ability scores between the students who were taught by using powerpoint as media and those who were not.

## **Discussion**

This research was conducted in SMP Muhammadiyah 1 Mlati in V11A and V11B. In this research, The researcher used Power Point as the media. Power Point is one of the media that can support and interest in the teaching and learning processes. Used PowerPoint could facilitate students to generate idea because with PowerPoint the material can presented in visual form. Onosonya (2004:127) stated that instructional media usage in practice teaching can make instruction to be much more interesting and enjoyable. The changing image and use of special effects, among others , can reduce boredom on the part of learners. They can make the condition more interactive and effective in the teaching and learning processes. Media are important components in the teaching and learning process. According to Djamarah and Zain (2006:121), a medium for learning is defined as a learning source that is use to help teacher to develop students knowledge. They state that the teacher can explain the materials using the learning media in a more concrete way.

In this study, the pre-test and post-test have been given to both experimental and control classes to find out the students' writing skill before and after the treatment. The data of the pre-test and the post-test were gathered from writing tests of procedure texts. Then, the treatment was only given to the experimental class.

Based on the descriptive analysis, the result of the post-test showed that the mean scores of the post-test of both classes were higher than the pre-test. It means that both control and experimental classes have an improvement of the mean score on the students' reading comprehension. The improvement of the mean score in control class is (0.17). Meanwhile, the improvement of the mean score in experimental class is (1.24). In brief, it can be considered that the improvement of the mean score in experimental class is higher than the control class.

The improvement of the mean score of reading tests of the control and experimental classes is presented in Table 22.

**Table 21: The Improvement of the Mean Score of writing ability of the Control and Experimental Classes**

Variable		Mean	The improvement
Control Class	Pre-test	6.00	0.17
	Post-test	6.17	
Experimental Class	Pre-test	6.03	1.24
	Post-test	7.27	

The result of inferential analysis shows that the data have a normal distribution. Besides, they are found to be homogeneous. Based on the hypothesis testing, it can be seen that the students who were given PowerPoint in their writing class had better writing skill than the students who were not. It is proved that after giving the PowerPoint as media, the mean score of the writing ability test of the experimental class is higher than the control class, i.e.  $75.31 > 66.45$ .

The hypothesis is also supported by the result of the ANCOVA. From the ANCOVA result, it is clear that the effect of powerpoint on the seventh grade students' writing skill was in the level of significance 0.000. it means that the result of significant value of ANCOVA test (21.525) was less than the significant level of 0.05 so that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Statistically, when significant value of ANCOVA test < the significant level of 0.05, the null hypothesis is rejected and the alternative hypothesis is accepted or there is a significant difference, and when significance value of ANCOVA test > the significance level of 0.05, the null hypothesis is accepted and alternative hypothesis is rejected or there is no significant difference. Based on the calculation, the significance value of ANCOVA test < the significant level of 0.05. therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It could be conclude that using powerpoint showed a significant difference in the student writing skill seem from the result posttest scores after controlling the students, pretest scores or the covariate. In other words, it could be stated that using powerpoint had influence in the students' writing skill.

Finally, the hypothesis proposed in this research which says "there is a significant difference in the writing skill between seventh grade students of SMP Muhammadiyah 1 Mlati who are taught by using Powerpoint and those who are not" is accepted.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, SUGGESTION**

This chapter will discuss three main parts. They are the conclusion of the research, the implication from the research findings and the suggestion from the researcher to the related parties based on the research that has been conducted. Below is the further explanation about those sections

#### **A. Conclusions**

As stated in the formulation of the problem in the previous chapter, this study aimed at finding out whether there is a significant difference on writing skill between students who were taught using PowerPoint and those who are not.

Based on the research finding and the discussion in the previous chapter, the researcher purposes some conclusions as follow.

1. All students who were taught using PowerPoint achieved a good writing skill. They were classified into high category. The mean value of the posttest of the experimental class after the treatment given is 7.27.
2. Most students who were taught without using PowerPoint also achieve a good writing skill but they were only classified into fair category. The mean value of the post test of the control class is 6.17.
3. The hypothesis “ There is a significant difference in writing skill between students taught using PowerPoint and students taught without using PowerPoint is accepted. It is supported by the result of the ANCOVA

test of the posttest scores between the control and the experimental class.

The result of ANCOVA test has a significant value of 0.000. in other words, there was a significant effect of writing skill of posttest after controlling for the effect of pretest,  $F=21.525$ ,  $p<0.05$ .

Based on the statement above, it can be inferred that in the teaching and learning of writing, the students who are taught by using PowerPoint has higher ability in writing than those who are not. It can also be conclude that PowerPoint as one of the media in the teaching and learning in writing give significant effect to the students' writing skill. Used PowerPoint could facilitate students to generate idea because with PowerPoint the material can presented in visual form.

## **B. Implications**

There are two kinds of implication here. Those are seen theoretically and practically. For the theoretical implication, the researcher expects that this research enriches knowledge about PowerPoint techniques that can be used in teaching writing in junior high school. In accordance with the effectiveness, it is clear that using PowerPoint in the English learning process is more effective than using textbook. In other words PowerPoint will increase their writing skill.

For the practical implication, the result of the study can be used (1) For the School. The school can use the research as an input to improve the students writing skill by using a different way. This study can be used as a reference to conduct a relevant study. (2) For English Teacher This research can be useful information and

input for teachers to use PowerPoint in teaching writing. It will be useful to give understanding for them that PowerPoint is useful and fun techniques.(3) For the Students.The result of this study will make the students realize that writing is fun. This study attempts to obtain a solution to help the students to improve their writing skill.

### **C. Suggestions**

Based on the previous discussion, there are some discussion that can be recommended by the researcher to the teacher, students and other researchers. The researcher proposes the following suggestions:

#### **1. To the English Teacher**

The research findings show that the students' writing skill of those who were taught by using PowerPoint is higher than those who were not. For this reason, it is important for the teacher to give PowerPoint as varied media on their learning.

#### **2. To Other Researchers**

Powerpoint has some advantages in the teaching and learning process. PowerPoint is one of the media that can support and interest in the English teaching and learning processes, especially on the writing. PowerPoint can present easily the ideas and concept in the teaching and learning processes. It can be an effective way to improve the students writing skill. Thus, it is worthwhile to be further explored by other researchers.

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# APPENDIX 1

Research Instrument

Pre test (Procedure text)  
(Experimental class)

Write a procedure text about how to make "instant milk shake" with your own word.

Name :

Class :

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is no handwriting or other markings on the paper.

Pre test (Procedure text)

(Control class)

Write a procedure text about how to make “instant milk shake” with your own word

Name :

Class :

[illegible]

Posttest (Procedure text)  
(Experimental class)

Write a procedure text about how to make "instant milk shake" with your own word

Name :

Class :

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

### Posttest (Procedure text)

(Control class)

Write a procedure text about how to make “instant milk shake” with your own word

Name :

Class :

[illegible]

# APPENDIX 2

Validity and Reliability of the Instrument

## RATER 1

### Reliability

#### Case Processing Summary

		N	%
Cases	Valid	18	100,0
	Excluded <sup>a</sup>	0	,0
	Total	18	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

KR-20	N of Items
,805	5

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	KR-20 if Item Deleted
Text_structure	4,5000	2,971	,603	,769
Punctuation_and_spelling	4,4444	3,438	,591	,768
Grammar_and_structure	4,8333	3,324	,548	,781
Words_Selection	4,5556	3,791	,506	,793
Content	4,3333	3,059	,736	,721

## RATER II

### Reliability

#### Case Processing Summary

		N	%
Cases	Valid	18	100,0
	Excluded <sup>a</sup>	0	,0
	Total	18	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,842	5

#### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Text_structure	4,9444	4,997	,661	,807
Punctuation_and_spelling	4,5556	4,850	,627	,816
Grammar_and_structure	4,8333	4,500	,653	,811
Words_Selection	4,9444	4,997	,661	,807
Content	4,7222	4,918	,650	,810



**LESSON PLAN**  
**Experimental Class**

**School** : SMP Muhammadiyah 1 Mlati  
**Grade/ Semester** : VII/ 2  
**Subject** : English  
**Text Type** : Procedure text  
**Skill** : Writing  
**Time Allocation** : 2 X 40 minutes

**A. Standard of Competence:** 1.2.expressing meaning in the written functional text and simple short essay in the forms of descriptive and procedure to interact with others in daily life context.

**B. Basic Competency** : 12.2 expressing the meaning and rhetorical steps in essay accurately, fluently and appropriately in daily life context in the forms of procedure

**C. Indicators** :

- Students are able to arrange a good procedure text
- students are able to make a sentence in the form of procedure text
- students are able to write a procedure text in a good form

**D. Learning Objective:**

At the end of the learning process Students are able to make a good procedure text

**E. Learning Resources and Materials**

Procedure text (enclosed)

**F. Learning Method** : Presentation, Practice and Production (PPP)

## G. Teaching and Learning Activities

### 1. Opening

- ❖ Greeting
- ❖ Checking Attendance
- ❖ Preparing the class condition

### 2. Main Activities

Presentation

- ❖ Teacher explain the procedure text by the PowerPoint slides.

#### DEFINITION

1. **Text procedure** is a text that explains how to make or do something step by step.

#### 2. The generic structure of procedure text

- **Goal**

(The final purpose of doing the instructions)

This may be the title of the text and This may be an introductory paragraph.

Example: how to make ice tea, how to make avocado juice, etc.

- **Materials**

(ingredients, utensils, equipment to do the instructions)

Example: juicer, ice cube, tea, sugar, etc.

- **Steps**

(a set of instructions to achieve the final purpose)

- Numbers can be used to show: first, second, third and so on.
- Words such as *now*, *next* and *after this* can be used.
- The steps usually begin with a command such as *add*, *stir*, or *push*.

Example:

first, cut the strawberry into pieces

Second, put them into the juicer

third, put the water, ice and sugar

Etc.....

### 3. The language features of descriptive text

- Use of imperatives ( cut, don't mix)

example: cut the strawberry into pieces

- Use of action verbs (turn, put, mix)

example: put them into the juicer

- Use of connectives/conjunction

(first, second, then, finally, nex)

Example: first, cut the strawberry into pieces,  
etc

- Use of adverbial phrases

(for 5 minutes, 2 meters from the top)

Example: Add noodle, stir slowly for 5 minutes

- ❖ Teacher explain how to make a good procedure text and show the example of procedure text by Power Point Slides

Example 1:



<b>Aim/goal</b>	How to make ice tea
<b>Materials</b>	Water, Dye-tea, Sugar, Ice cube

Steps	<ol style="list-style-type: none"> <li>1. <b>First</b>, boil water</li> <li>2. <b>Second</b>, put the boiling water into a glass</li> <li>3. <b>Third</b>, dip a dye-tea into a glass</li> <li>2. <b>Then</b>, put a spoonful of sugar into a glass and Mix well</li> <li>3. <b>After that</b>, put 3 small ice cube into the glass</li> <li>4. <b>finally</b>, Ice tea already too served</li> </ol>
-------	---

### Example 2

#### How to make apple juice

Aim/Goal	How to make apple juice
Materials	Sugar, ice cube, a piece of apple, a half glass water, a spoon of sugar, juicer
Steps	<ol style="list-style-type: none"> <li>1. <b>First</b>, peel the apple and clean it</li> <li>2. <b>Next</b>, cut the apple into pieces and put them into the juicer</li> <li>3. <b>Then</b>, put the water, ice and sugar</li> <li>5. <b>After that</b>, turn on the juice and wait about 15 seconds</li> <li>6. <b>Finally</b>, pour the mango juice into the glass and ready to drink</li> </ol>

Orange is the generic structure of procedure text

Red is the number to show the instruction

Blue is the words to show the instucton

### Practice

- ❖ Teacher guide the students to make a procedure text

Arrange the jumble sentence into a good procedure text “How to make instant noodle”

1. Pour the cooked noodle together with the soup into the bowl
2. Add noodle, stir slowly for 3 minutes
3. Mix well with all seasoning and noodle is ready to be served.
4. Boil 2 glasses of water in a pan
5. While the noodle is being cooked, put the seasoning an in a bowl

Answer sheet
1.
2.
3.
4.
5.

- ❖ Students are asked to answer questions related to the topic

#### Production

- ❖ Students make a procedure text based on the picture given

How to make mango juice? write the material needed, and the step to make it!



### **3. Closing Activities**

- ❖ Teacher ask the students difficulties during the teaching and learning process
- ❖ Teacher ask the student to conclude the material they have just learn
- ❖ pray
- ❖ Teacher closed the teaching learning process

### **H. Learning Resources**

procedure text, student's worksheet, LCD, slides power point, and dictionary.

### **I. Scoring.**

No	Scoring	Score
1	Grammar	0-2
2	Content	0-2
3	Organization	0-2
4	Punctuation, capitalization	0-2
5	Vocabulary	0-2
	Maximal score	10

Mlati, April 2013

Guru Mata Pelajaran

Mahasiswa

Wiyono

Nia Anggraini

NIP.

NIM.05202244155

## LESSON PLAN

### Control Class

<b>School</b>	: SMP Muhammadiyah 1 Mlati
<b>Grade/ Semester</b>	: VII/ 2
<b>Subject</b>	: English
<b>Text Type</b>	: Procedure text
<b>Skill</b>	: Writing
<b>Time Allocation</b>	: 2 X 40 minutes

**A. Standard of Competence:** 1.2.expressing meaning in the written functional text and simple short essay in the forms of descriptive and procedure to interact with others in daily life context.

**B. Basic Competency** : 12.2 expressing the meaning and rhetorical steps in essay accurately, fluently and appropriately in daily life context in the forms of procedure

**C. Indicators** :

- Students are able to arrange a good procedure text
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**D. Learning Objective:**

At the end of the learning process Students are able to make a good procedure text

**E. Learning Resources and Materials**

Procedure text (enclosed)

**F. Learning Method** : Presentation, Practice and Production (PPP)



## G. Teaching and Learning Activities

### 1. Opening

- ❖ Greeting
- ❖ Checking Attendance
- ❖ Preparing the class condition

### 2. Main Activities

Presentation

- ❖ Teacher explain the procedure text clearly in front of the class.

#### DEFINITION

**1. Text procedure is** a text that explains how to make or do something step by step.

**2. The generic structure of procedure text**

- **Goal**

(The final purpose of doing the instructions)

This may be the title of the text and This may be an introductory paragraph.

Example: how to make ice tea, how to make avocado juice, etc.

- **Materials**

(ingredients, utensils, equipment to do the instructions)

Example: juicer, ice cube, tea, sugar, etc.

- **Steps**

(a set of instructions to achieve the final purpose)

- Numbers can be used to show: first, second, third and so on.

- Words such as *now*, *next* and *after this* can be used.

- The steps usually begin with a command such as *add*, *stir*, or *push*.

Example:

first, cut the strawberry into pieces

Second, put them into the juicer

third, put the water, ice and sugar

Etc.....

### 3. The language features of descriptive text

- Use of imperatives ( cut, don't mix)

example: cut the strawberry into pieces

- Use of action verbs (turn, put, mix)

example: put them into the juicer

- Use of connectives/conjunction

(first, second, then, finally, nex)

Example: first, cut the strawberry into pieces, etc

- Use of adverbial phrases

(for 5 minutes, 2 meters from the top)

Example: Add noodle, stir slowly for 5 minutes

- ❖ Teacher explain how to make a good procedure text and show the example of procedure text.

Example 1:



<b>Aim/goal</b>	How to make ice tea
<b>Materials</b>	Water, Dye-tea, Sugar, Ice cube

Steps	<ol style="list-style-type: none"> <li>1. <b>First</b>, boil water</li> <li>2. <b>Second</b>, put the boiling water into a glass</li> <li>3. <b>Third</b>, dip a dye-tea into a glass</li> <li>2. <b>Then</b>, put a spoonful of sugar into a glass and Mix well</li> <li>3. <b>After that</b>, put 3 small ice cube into the glass</li> <li>4. <b>finally</b>, Ice tea already too served</li> </ol>
-------	---

## Example 2

### How to make apple juice

Aim/Goal	How to make apple juice
Materials	Sugar, ice cube, a piece of apple, a half glass water, a spoon of sugar, juicer
Steps	<ol style="list-style-type: none"> <li>1. <b>First</b>, peel the apple and clean it</li> <li>2. <b>Next</b>, cut the apple into pieces and put them into the juicer</li> <li>3. <b>Then</b>, put the water, ice and sugar</li> <li>5. <b>After that</b>, turn on the juice and wait about 15 seconds</li> <li>6. <b>Finally</b>, pour the mango juice into the glass and ready to drink.</li> </ol>

Orange is the generic structure of procedure text

Red is the number to show the instruction

Blue is the words to show the instucton

Practice

❖ Teacher guide the students to make a procedure text

Arrange the jumble sentence into a good procedure text “How to make instant noodle”

1. Pour the cooked noodle together with the soup into the bowl
2. Add noodle, stir slowly for 3 minutes
3. Mix well with all seasoning and noodle is ready to be served.
4. Boil 2 glasses of water in a pan
5. While the noodle is being cooked, put the seasoning an in a bowl

Answer sheet
1.
2.
3.
4.
5.

❖ Students are asked to answer questions related to the topic

Production

❖ Students make a procedure text based on the picture given

How to make mango juice?write the material needed, and the step to make it!



### **3. Closing Activities**

- ❖ Teacher ask the students difficulties during the teaching and learning process
- ❖ Teacher ask the student to conclude the material they have just learn
- ❖ pray
- ❖ Teacher closed the teaching learning process

### **H. Learning Resources**

procedure text, worksheet , book Lets Talk, dictionary, white board, marker

## II. Scoring.

No	Scoring	Score
1	Grammar	0-2
2	Content	0-2
3	Organization	0-2
4	Punctuation, capitalization	0-2
5	Vocabulary	0-2
	Maximal score	10

Mlati, April 2013

Guru Mata Pelajaran

Mahasiswa

Wiyono  
NIP.

Nia Anggraini  
NIM.05202244155

# APPENDIX 4

## Descriptive Statistics

### HASIL UJI DESKRIPTIF

#### Frequencies

### Statistics

	Pretest_ Kontrol	Posttest_ Kontrol	Pretest_ Eksperimen	Posttest_ Eksperimen
N Valid	29	29	29	29
Mean	6,0000	6,1724	6,0345	7,2759
Median	6,0000	6,0000	6,0000	7,0000
Mode	6,00	6,00	6,00	7,00 <sup>a</sup>
Std. Deviation	1,36277	1,44096	1,29512	1,53289
Minimum	3,00	3,00	3,00	4,00
Maximum	8,00	9,00	8,00	10,00
Sum	174,00	179,00	175,00	211,00

a. Multiple modes exist. The smallest value is shown

## Descriptives

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Kontrol	29	3,00	8,00	6,0000	1,36277
Posttest_Kontrol	29	3,00	9,00	6,1724	1,44096
Pretest_Eksperimen	29	3,00	8,00	6,0345	1,29512
Posttest_Eksperimen	29	4,00	10,00	7,2759	1,53289
Valid N (listwise)	29				



# APPENDIX 5

Inferential Statistics

## HASIL UJI NORMALITAS

### NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Pretest_ Kontrol	Posttest_ Kontrol	Pretest_ Eksperimen	Posttest_ Eksperimen
N		29	29	29	29
Normal Parameters <sup>a,b</sup>	Mean	6,0000	6,1724	6,0345	7,2759
	Std. Deviation	1,36277	1,44096	1,29512	1,53289
Most Extreme Differences	Absolute	,224	,211	,214	,146
	Positive	,155	,134	,166	,123
	Negative	-,224	-,211	-,214	-,146
Kolmogorov-Smirnov Z		1,207	1,136	1,150	,784
Asymp. Sig. (2-tailed)		,109	,151	,142	,571

a. Test distribution is Normal.

b. Calculated from data.

## HASIL UJI HOMOGENITAS

### Oneway

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretest	,010	1	56	,921
Posttest	,565	1	56	,456

## Univariate Analysis of Variance (ANCOVA)

### Between-Subjects Factors

	Value Label	N
Group 1,00	KONTROL	29
2,00	EKSPERIMEN	29

### Tests of Between-Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	99,001 <sup>a</sup>	2	49,500	63,931	,000
Intercept	4,202	1	4,202	5,427	,024
Pretest	81,346	1	81,346	105,060	,000
Group	16,666	1	16,666	21,525	,000
Error	42,585	55	,774		
Total	2764,000	58			
Corrected Total	141,586	57			

a. R Squared = ,699 (Adjusted R Squared = ,688)

# APPENDIX 6

Students' Written Forms

## Pre test (Procedure text)

(Control class)

Write a procedure text about how to make "instant milk shake" with your own word

Name : Harid Anggi Karuniawan

Class : VII B

### "How to make Instant milk Shake"

#### \*Ingredients

- Water      - Blender
- Sugar
- Ice

✓  
\*Step: Add two SPon Sugar. Milk Shake and Sugar,  
Water into blender.

Post test (Procedure text)  
(Experimental class)

Write a procedure text about how to make "instant milk shake" with your own word

Name : Christin Listyaningrum

Class : 7A

How to make Instant milk shake

- Ice cube, ..... - choco chips
- Water - Messes
- Milk
- sugar
- First, prepare milk shake, sugar, water and ice cube.
- Second, put milk shake, sugar, water and ice cube into the blender.
- Third, turn on the blender and wait about 20 seconds.
- Finally, pour the milk shake into the glass and ready to drink

## Posttest (Procedure text)

(Control class)

Write a procedure text about how to make "instant milk shake" with your own word

Name : Harid Anggi Karuni Awan

Class : VII B

### "How to Make Instant Milk Shake"

\*Ingredients: - Water - Instant milk shake (POP Ice)  
- Ice cube - Sugar

\*Equipment - Blender  
- Glass  
- Straw

### \*Steps

Pour water into the blender. Second  
add ice, instant milk shake, third add mix during  
2 minutes, next pour instant milk shake into the  
glass and instant milk shake is already to be serve.

Pre test (Procedure text)

(Control class)

Write a procedure text about how to make "instant milk shake" with your own word

Name : Harid Anggi Karuniawan

Class : VII B

"How to make Instant milk Shake"

\*Ingredients

- Water      - Blender
- Sugar
- Ice

✓

\*Step: Add two SPon Sugar. Milk Shake and Sugar;  
Water into blender.



# APPENDIX 7

Documentations

## EXPERIMENTAL CLASS



The Students were working their task materials



The Students gave some questions about the



The Students were pay attention the lesson



The Students were pay attention the lesson



The material was presented by the researcher



The students performed his written form

## CONTROL CLASS



The Students were pay attention the lesson



The Students were pay attention the lesson



The Students were working their task

